DOCUMENT RESUME

ED 290 866 CE 049 502

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TITLE Change--Into and Beyond 2007: Models To Keep Abreast of Change and to Implement Change.
PUB DATE 21 Nov 87
NOTE 31p.; Paper presented at the Futures Conference (Salem, MA, November 21, 1987).
PUB TYPE Guides - Non-Classroom Use (055) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adoption (Ideas); Adults; Attitude Change; Business Administration; *Business Education; *Change Agents; *Change Strategies; Educational Change; Educational Strategies; Futures (of Society); Innovation; *Models; Office Machines; Office Practice; *Organizational Change; *Technological Advancement

ABSTRACT

Two models can be suggested for keeping abreast of and implementing changes in business education and office procedures in order to take advantage of changing technology. The model for keeping abreast of change contains two major elements: sources of input and periodic meetings. The sources of input include attending meetings and conferences, keeping in contact with vendors, frequently reviewing professional literature, listening to addresses from business leaders, collecting data, contacting graduates, acquiring input from subordinates, keeping in touch with the local business community, and sharing among staff. Periodic meetings should use a committee structure with perhaps four meetings per year. When change is found necessary at one of these meetings, a model for change can be implemented. Some of the characteristics that should be considered include resistance to change, entrenched professionals, the "organized anarchy," and the nonrational environment of educational institutions and businesses. The model suggests that the change agent recognize the structure of organized anarchies and apply "Machiavellian Rules of Strategy" to that structure. In addition, nonrational approaches, as identified by Purkey and Parker, should be used to implement change. (KC)

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CHANGE--INTO AND BEYOND 2007:
MODELS TO KEEP ABREAST OF CHANGE AND TO IMPLEMENT CHANGE

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INTRODUCTION

Recent journal articles in the field of Business Education warn business educators that the very survival of Business Education depends upon teaching the right technology at the right time--a difficult task when one considers the dramatic technological developments in computer technology that seem to take place on a monthly basis.

One of the most prominent professional journals in the field of Business Education is the Business Education Forum. A recent article in that publication underscores the importance of keeping abreast of change by suggesting that "The number ONE goal of Business Education is to prepare students for the job. With office technology changing so rapidly, teachers must avail themselves of every means to fulfill that extremely challenging role."[1] The problem of keeping abreast of changing technology is no less challenging for members of the business sector.

THE PROBLEM

The problem that business leaders and business educators face is really two-fold. First, HOW can they stay abreast of change. Second, is that simply "gathering information" about change is in itself useless unless that information can be implemented into their organizations--many of which may be resistant to change.

This paper will address both elements of the problem and will present two models. One will help business educators and business leaders keep abreast of change and the other will help them implement the required changes that were identified through the application of the first model.

PART I

A MODEL FOR KEEPING ABREAST OF CHANGE

Introduction

I recently conducted a review of the literature in search of ways in which one could keep abreast of the technological changes that are taking place in business. Although I found many warnings that we SHOULD stay abreast of change I did not find any specific "models" that could be applied to this problem. The literature is rich in surveys, interviews, studies, etc., but nowhere did I find these isolated sources of information tied together into a working model. Therefore, I found it necessary to create my own comprehensive model for keeping abreast of change.

There are two reasons why I want to share this model with both business educators and leaders of the business community. First, members of the business community play a vital role in the successful implementation of the model when it is used in an educational setting. Second, the model should prove to be every bit as effective for use by members

of the business community as it will be for those involved in business education.

Explanation of the Model

(Please refer to Figure 1)
shown on next page

--Element A--

(MAJOR SOURCES OF INPUT)

The most important element in this model for keeping abreast of change is the source of input into the system. For without accurate up-to-date information the model will not work. The fact that keeping abreast of change is an extremely difficult task underscores the significance that the sources of input in Element (A) must be recognized as a "Shared Responsibility" among ALL staff members.

It is important to note that all major sources of input in this model are encompassed by a Networking System. As data is collected it should be shared, and discussed frequently with and among staff members, vendors, colleagues and all others involved in the data collection process.

This Networking communication process will allow staff members to gather their thoughts, and ideas and have a good grasp of "what's happening" BEFORE they attend the periodic meetings. In this way we have continuous communication and sharing rather than only "occasional" sharing just during scheduled meeting periods.

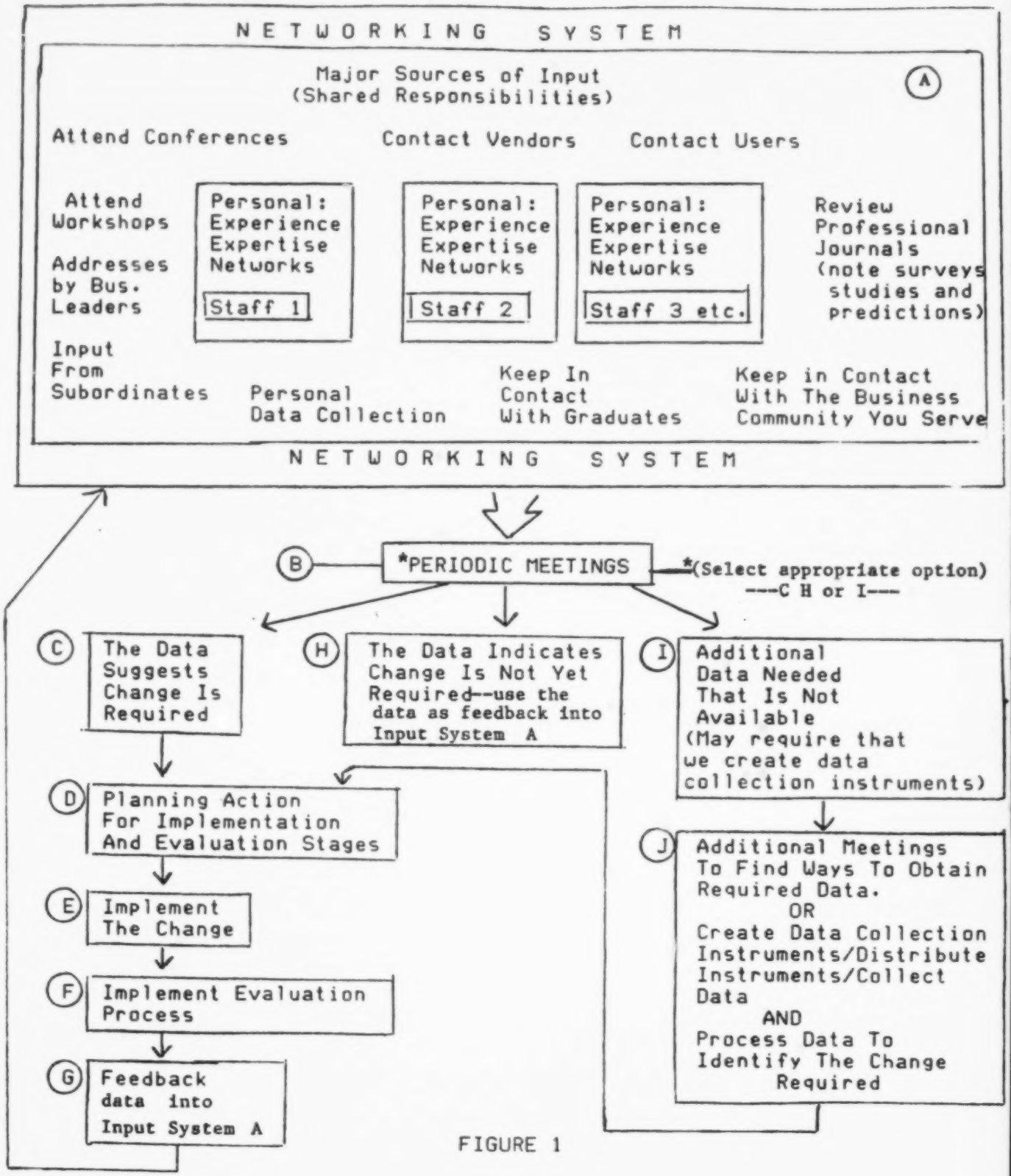
NETWORKING SYSTEM
Major Sources of Input
(Shared Responsibilities)
A
Attend Conferences
Contact Vendors
Contact Users
Attend Workshops
Addresses by Bus. Leaders
Input From Subordinates
Personal: Experience Expertise Networks
Staff 1
Personal: Experience Expertise Networks
Staff 2
Personal: Experience Expertise Networks
Staff 3 etc.
Review Professional Journals (note surveys studies and predictions)
Personal Data Collection
Keep In Contact With Graduates
Keep in Contact With The Business Community You Serve
NETWORKING SYSTEM
B
*PERIODIC MEETINGS
*(Select appropriate option) ---C H or I---
C
The Data Suggests Change Is Required
H
The Data Indicates Change Is Not Yet Required--use the data as feedback into Input System A
I
Additional Data Needed That Is Not Available (May require that we create data collection instruments)
D
Planning Action For Implementation And Evaluation Stages
E
Implement The Change
F
Implement Evaluation Process
G
Feedback data into Input System A
J
Additional Meetings To Find Ways To Obtain Required Data.
OR
Create Data Collection Instruments/Distribute Instruments/Collect Data
AND
Process Data To Identify The Change Required

FIGURE 1

A Discussion of the Individual Items Within Element (A)

Attendance at meetings and conferences All staff members must recognize their responsibility to take part in meetings and attend conferences. Due to the comprehensive nature of this model and the demands it places on staff members' time, it may be advisable to have only one staff member at a time attend a meeting or conference and have him or her share the information with the rest of the staff while the others are engaged both in obtaining input from other sources and in performing their normal professional duties.

Keep in contact with vendors Some staff members may, in the course of their normal duties, have a close relationship with vendors. One who is responsible for equipment maintenance and procurement should readily share his information with other staff members. A brief conversation with a vendor may bring a wealth of information as to what new lines of office technology is in the works that we should know about. Staff members who don't have regular contact with vendors need only make an occasional phone call to a couple of different vendors to find out what's happening--vendors are always delighted to talk about their new products. Also, we should be sure that we contact a number of different vendors who represent different product lines.

Contact users "Users" of equipment can be excellent sources of input concerning technology in the business office. They offer a unique perspective concerning uses, applications, and training that is not available from the vendors of the equipment. Users can provide a wealth of information concerning the type of training they need and whether or not such training is available to them. This information is especially useful in curriculum development for educators or, in the case of the business sector, the information may help them identify ways in which to make their training more efficient and cost effective.

Staff members may obtain names of users through their contacts with vendors, or business associates. Business educators may obtain users names through business community contacts, or former students who are now employed as users.

Frequent review of professional journals and business and office education publications There are many fine non-technical, easy to read publications that can keep business educators and business leaders up-to-date. The Balance Sheet, Business Education Forum, The Office, Office Automation, and Datamation magazine are only a few of the publications that are readily available that can provide helpful input into this model. Many of these publications are low in cost, and some are free to professionals in either business or education.

Attendance at workshops and seminars Workshop attendance, especially ones involving hands-on experience, are valuable sources of information. Not only can the staff members experience new technology directly, they can experience the learning process from a student's perspective. This may prove helpful in developing appropriate and effective pedagogy and training programs for either the classroom or the business office.

Listen to address from business leaders When we listen to business leaders addresses we most often obtain information that is spontaneous and unrestricted. Here, the business person is free to express his/her real concerns about technology or education without the restrictions associated with survey instruments or structured interviews. Not only is the information "up-to-the-minute" but it is most often concerned with the "local issues" that are of great concern to business educators if they are to meet the needs of the students and business community which they serve.

Personal data collection This element can best be described as a "bag of miscellaneous information." The information here is obtained on an individual basis by staff members from any and every source--TV, magazine articles, newspapers, informal conversation with people etc. Useful information may "pop up" at any time and when it does the staff member

should jot it down in a notebook to be shared later with others.

Contact graduates A recent article in the Business Education Forum discusses the process of learning about change from the graduates of your program. The article suggests that students experiences on the job are excellent indicators of the training that they did or did not receive.[2] Thus by keeping in touch with our graduates we may ensure a more up-to-date and relevant curriculum.

Input from subordinates What better source of input than from the very people who are most involved with the technology your organization now uses. They are the closest to the situation and can offer a unique perspective. They may be the ideal source of information concerning training and equipment needs. There is an added advantage here in that involving them in the change process can eliminate some of the barriers to the implementation of change.

Keep in touch with the businesses community which you serve This is one of the most critical elements of the model when it is used in an educational setting. It is one thing to keep up with the research and the changing technology in business education on the larger scale, but it is quite a different matter to keep up with what is happening in the business community on the local level. It may well be that

the national picture is quite different from that of the local community. Thus it is important that we maintain a good "grass roots" relationship with the business community which we serve.

Staff members A typical business organization or Business Education Department is composed of staff members whose business experiences and personal networks are diverse. This diversity of experience, expertise, and networks can provide valuable input in keeping abreast of change. We should call upon each other to share "what we know" and "who we know" so that we can better keep abreast of change. Even though some business educators may have been out of the business sector for many years they still no doubt retain a great deal of knowledge and have maintained professional contacts over the years and they have a lot to offer.

These ten elements of the model are by no means all inclusive. Readers no doubt can add a number of equally valuable sources of input and they are encourage to do so. Any source of information that provides useful input should be considered an important part of this model. Indeed, as noted earlier, we must avail ourselves of every available means.

Element B

(PERIODIC MEETINGS)

The purpose of these periodic meetings is to allow the business organization, or the business education staff, an opportunity to share and discuss the data that they have compiled since their last meeting in order to determine if change is required at this time.

I suggest that a "committee structure" be used by the organization for reasons which will be best discussed in Part II of this paper, Implementation of Change.

It is suggested that a reasonable schedule would be to hold approximately four meetings per year spaced out at even intervals. Some schools or business organizations may simply wish to incorporate the periodic meetings into extended regularly scheduled departmental meetings. However, this suggested schedule of meetings will most certainly involve additional meetings if it becomes evident that major changes are taking place and action needs to be taken.

During these Periodic Meetings three situations may occur:

1. A preponderance of data indicates that change is needed at this time.

2. Data indicates that NO change is required at this time.
3. We find that we need additional data before a decision can be made.

Situation 1

DATA WARRANTS CHANGE

--Element C--

Assume that the results of the application of the model have indicated that a change is required at this time. The change may be as minor as introducing an updated version of an existing spreadsheet into the business office or as major as finding that you need to replace an entire out dated computer lab classroom with an advanced complex system of networked computers. Whatever the case, element D would come into play.

--Element D--

(STAFF TAKES APPROPRIATE PLANNING ACTION)

The type of planning the staff would take depends entirely upon the nature of the change. In the case of introducing an updated version of a spreadsheet, there would be little involved. However if an entire lab was to be dismantled and replaced with new technology there would be dramatic differences in the planning action that would be required. It is beyond the scope of this paper to attempt to address the almost infinite number of changes and possible courses of planning action that would be required. Thus, I will conclude that the staff will take "appropriate" planning action. It is important to note that a critical part of the planning process will be to develop a method of EVALUATION that can be implemented along with the change itself.

--Element E--

(IMPLEMENTATION OF THE CHANGE)

Upon completion of the planning process the implementation process would begin.

--Element F--

(IMPLEMENT THE EVALUATION PROCESS)

As part of the planning process a method of evaluation would have been developed that would be used to determine the degree of success of the change that was implemented. If required, corrective action would be take to ensure successful implementation.

--Element G--

(FEEDBACK)

The results of the evaluation process would be fed back into the system of input and the process would begin again. Thus keeping abreast of change would be a continuous "on-going" process.

Situation 2

NO CHANGE NEEDED AT THIS TIME

--Element H--

Application of the model indicates that no changes are required. In this case no action will be required. However,

the organization will have greatly benefited from having shared their information, concerns, and feelings regarding possible changes. Indeed, they may even have "earmarked" certain aspects of change that may bear close watching for the next scheduled meeting.

Situation 3

ADDITIONAL DATA NEEDED BEFORE MAKING A DECISION ABOUT CHANGE

--Element I--

We find that we need additional information before we can make a decision concerning change.

It is unlikely that all meetings will end with the conclusion that change IS or IS NOT required. Many times members will find that they simply either do not have enough information or they do not have the right kind of data on which to base their decision. It may well be that the type of information they require is simply not available anywhere and can only be obtained thorough the organizations own initiative. For example, if the business educators want to determine if their course offerings, equipment, and training are consistent with the needs of the business community which they serve, it is most likely that they will have to conduct a study or survey on their own to obtain this data. In this case it would be necessary to go on to Element J.

--Element J--

(Data collection/processing meetings)

When it becomes apparent that additional data is required that cannot be obtained through "normal" methods it will be necessary for the organization to create their own data collection instruments or find other ways in which to collect their data. During these meetings, as the data becomes available, it would be processed until there was enough of the right kind of data to make a decision as to exactly what change would be required.

Once the element of change was identified the change process would continue onward through the model as described earlier. That is, the staff would: (D) take appropriate action to begin the planning process; (E) implement the change; (F) implement the evaluation process; and (G) use the results of the evaluation process as feedback into the input system.

BARRIERS TO IMPLEMENTATION OF THE MODEL

Availability of time may prove to be a critical barrier to success of this model. It depends heavily upon a substantial commitment of time from each staff member. Certainly a part of the time element should be recognized as part of their duties as faculty members or business professionals anyway. However, this model calls for "beyond the call of duty" investments of time. This area of concern

will no doubt need special attention.

Perhaps the greatest barrier of the model is in fiscal areas. Whatever our findings are concerning technological changes, they most certainly are going to involve the need to purchase or lease very expensive high tech office technology equipment. Funding is hard to come by as it is, but when our request calls for large sums of money we may have serious difficulty obtaining it.

Resistance to change will probably prove to be a barrier of great significance, so much so, that I have devoted Part II of this paper to this topic. That discussion follows.

PART II

A CHANGE MODEL

Introduction

The research in Part I clearly indicated that it is essential for the survival of Business Education to stay abreast of the changes that are taking place in office administration technology. I believe that the model that I have developed will enable not only business educators to keep abreast of change but members of the business sector as well.

However, the successfulness of such a model is totally dependent upon the organizations willingness to accept and implement the changes revealed from the application of the "Model to Keep Abreast of Change" (Figure 1). Simply collecting data about change is useless unless changes can be made to implement the findings.

Unfortunately, some organizations may have some staff members who may be termed "entrenched professionals" who are somewhat resistant to change. It is necessary, therefore, to be prepared in advance to deal with resistance to change.

Further, the necessary changes to update an organization will almost certainly involve dealings with other departments and important individuals of authority within the school or business organization who may be resistant to change as well.

Through some research I've conducted, I've been able to isolate some specific characteristics of change that are especially applicable to business and Business Education organizations. They are (1) resistance to change (2) entrenched professionals (3) the organized anarchy and (4) the non-rational environment of educational institutions. It is important to note that many of the non-rational elements of educational institutions will be immediately recognized by members of the business community as being prevalent in their own organizations as well.

Element (1) of the Problem. Resistance to Change Why is it that those who are in the position of power who should implement change don't? In an article titled "Managing the Human Side of Change," Rosabeth Kanter, author of The Change Masters and consultant to many Fortune 500 companies, gives both insight into the reasons people resist change and makes sound recommendations on how to deal with this resistance.[3]

Kanter suggests that one reason people resist change is that they fear "loss of control." She says that when people feel out of control they are likely to feel stress and behave in defensive, territorial ways. When a Department Chairperson is faced with a proposal to institute needed change in a Business Education Department (such as my model

to keep abreast of change or the changes resulting from its implementation), he or she may react to this "threat" by attempting to over-control or over manage the problem until it "dies out." A common way to resist change is to resist everyone's new ideas--entrenched professionals often exhibit this trait.

Kanter suggests that this form of resistance can be overcome by reducing the number of "differences" or "changes in routine" that will be caused by the change. That is, the change agent should leave behind some things, purposely, that will NOT change--some permanent "handles" that the resistor to change can grab onto to maintain his/her control.

Kanter further suggests that the change agent should give the people effected by the change a chance for involvement. In the case of my "Keeping Abreast Model" all department members would be encouraged to participate.

Excess uncertainty is another reason suggested by Kanter for resistance to change. People resist change because it is "different" and the outcome is "unknown." An entrenched professional will tend to resist change by using the excuse that the department is functioning just fine without it and that it would be in the best interest of everyone to continue on in the old way. What he really fears is the unknown. A solution Kanter recommends is that the change be made in small "less risky" steps. For example, in an educational setting, suppose that application of my model indicated that certain updating is required in a Business Education

program such as the needed introduction of telecommunications technology into the classroom. It would be wise to get staff members to begin bringing information on communications technology into their classes as a non-risky first step before attempting to have equipment purchased that no one is capable of understanding or operating. As they begin to teach their students about the technology (without hardware) they will begin to learn about the equipment itself and it will become be less of a threat. Later steps involving the implementation of the hardware into the classrooms will then go much easier.

Loss of Face can be a major cause for resistance to change. For example, the staff may feel that a recommendation for change implies that they made mistakes when earlier equipment and curriculum was put into place.

To combat this, Kanter recommends the approach that the change agent put past actions into proper perspective. That is, the change agent must show the staff that what was done in the past was the right thing to do "at that time," but go further to show that now "times are different." That way, says Kanter, the resister not only does not lose face but appears to look strong and flexible.

Another cause for resistance to change is the resister's concern about Future Competencies. A long-time entrenched professional who has too long resisted change may have a genuine fear that if he/she is faced with new technology he may not be able to cope with it.

The solution here, according to Kanter, is to ensure the resister to change that he/she can handle it. By following the earlier recommendation of making change a "step-by-step" process it will be easier for the resister to handle the problem of "future competency." That is: if the early steps bring in the easiest to learn equipment first, then the resister can be shown that he can, in fact, learn the new technology. Gradually the more sophisticated equipment can be brought in but by this time the resister will have a base of learning from which to move forward without fear.

Element (2) of Problem. Entrenched Professionals

J. Victor Baldridge suggests that modern society has relinquished too much power to the professionals. He suggests that some professional groups have become an entrenched privileged oligarchy that may enrich themselves at the expense of their clients.[4] In an educational setting those "clients" are the students.

Baldridge makes some suggestions to the change agent to promote successful change. He suggests that a serious change agent must recommend changes that directly benefit the client. He also suggests that the change agent must propose change that can be organized and implemented so that political support can be marshalled and professional leadership can be harnessed. How this can be accomplished is discussed further later in this paper.

Problem Element (3) Organized Anarchy. Large business organizations and educational institutions clearly fit,

sociologist, James March's description of "Organized Anarchy" in that these organizations are large, complex, fluid, and changing organizations.[5] It is the very make-up of "organized anarchies" and the fact that they are vulnerable to outside change that provides the opportunity for a change agent to institute change. A characteristic of organized anarchies is that the decision making process is made up of the following elements. Decision by Committee, Fluid Participation of individuals, there is an "Issues Carousel," there is a "Garbage Can " process and Conflict is Common.

The most important of these is that the "decisions are made by committees." It is here where the change agent has the greatest opportunity to institute change. It is for this reason that I used a committee format in creating my model to keep abreast of change.

How can a change agent effectively deal with committees? One way is to apply the "Change Oriented Machiavellian Rules of Strategy" identified by Baldridge. Those strategies and tactics are identified below.

Rules of Strategy: 1. Concentrate your efforts on one or two issues at a time 2. Know when to fight--there is a right and a wrong time to push through an idea. 3. Learn the history. 4. Build a coalition. 5. Join external constituencies. 6. Use committees effectively--get on the committee, chair it if possible, and "fill the garbage can" for later use. 7. Use the formal system. 8. Follow through to push the decision through.[6]

Another characteristic of organized anarchies is that the organization exhibits "fluid participation." In this type of organization many decision makers are not experts but are simply people engaged in "pursuing their professions" and not in "making decisions." Consequently these individuals wander in and out of the change and decision process--therefore power belongs to those who stay long enough to exercise it.

Therefore, to be an effective change agent make sure that you get on the right committees, chair them if possible, especially my proposed "Committee to Keep Abreast of Change" and have the staying power to bring about change.

Conflict is common in organized anarchies. One can avoid or reduce conflict through the use of collaboration. Rosabeth Kanter advises that a change agent can avoid or reduce conflict and better secure information, resources, and support through the use of collaboration. The recommendation of a collaborative approach toward solving conflict is supported by Blaine Hartford, president of Change Point Inc., and expert in the field of managing change. He suggests the use of a pro-active approach with extensive use of crediting and disclosure to help bring about a favorable change in the opponent's behavior, thereby avoiding conflict and helping to create an atmosphere that is supportive of change.

Problem Element (4). The Non-Rational world of organizations The last element of the problem is that of the non-rational environment that makes up the "organized

anarchy" both in business and education. There clearly exists in educational institutions a non-rational environment even though the organization purports to be rational in nature.

Purkey and Parker's comparison of rational / non-rational models in Productive Schools for a Non-Rational World gives one considerable insight into this matter.[7] (Please see Figure 3). As a change agent you must be able to identify the rational or "stated" factors of goals, power, and decision processes and then apply non-rational approaches toward dealing with these issues.

A MODEL TO IMPLEMENT CHANGE

This paper concludes with a model for change. (Please see Figure 2). This model suggests that as the change agent you recognize the structure of "Organized Anarchies" and apply Machiavellian Rules of Strategy to that structure. Due to the fact that organized anarchies rely on "decision by committee," one can make effective use of Machiavellian tactics in dealing with those committees, especially the Keeping Abreast of Change Committee. Further, it is essential that one keep in mind that since organized anarchies are really "non-rational" in nature, the entire "Organized Anarchy Structure" is entirely surrounded by a

Non-Rational Framework even though the organization purports to be "rational." It is important, therefore to apply the non-rational approaches to dealing with the organization that are identified by Purkey and Parker in Figure 3.

CHANGE ORIENTED MACHIAVELLIAN

RULES OF STRATEGY

Rules of Strategy

1. Concentrate your efforts
2. Know when to fight
3. Learn the History
4. Build a Coalition
5. Join External Constituencies
6. Use committees effectively
   a. get on the RIGHT committee and BE THERE. Chair it.
   b. do your homework
   c. fill the "garbage can"
7. Use the Formal System
   a. ask for what you want
   b. most officials are eager to please
8. Follow through to push decision flow
   a. set deadlines
   b. give idea sheltered start
   c. place allies in the vangaurd of people responsible for executing change
   d. reward people whose behavior helps promote change

NON-RATIONAL

NON-RATIONAL

ORGANIZED ANARCHIES

As professional organizations, they need large staffs to manage their people processing activities. These organizations have extremely ambiguous goals. These fluid, complex and changeing organizations are refered to as "Organized Anarchies."

Characteristics of decision making in an organized anarchy.

1. Decision by Committee
2. Fluid Participation
3. Issue Carousel
4. There is a "garbage can" process
5. Conflict is Common

NON-RATIONAL

NON-RATIONAL

(FIGURE 2)

* A MODEL FOR CHANGE

*Please see next page for Non-rational approach.

Rational and Nonrational Models Contrasted

RATIONAL

Goals

- There is a single set of uniform goals that provides consistent direction for us.
- The district goals are clearly stated and specific.
- The goals remain stable over a sustained period of time.
- Organizational goals are set via a logical, problem-solving process.
- The goals for the district are determined by the leaders of the organization.

Power

- The formal organizational chart determines who can have power to make things happen.
- Power to make things happen is located almost exclusively at the top of the organizational chart.
- There is a very direct connection between what the central office says should happen in the classroom and what actually goes on behind the classroom door.

Decision Making

- The issues that receive attention are those which are most important at a given point in time.
- The decision-making process makes sure that all feasible options are considered.

NONRATIONAL

Goals

- There are multiple, sometimes competing sets of goals that attempt to provide direction for us.
- The district goals are somewhat ambiguous and general in nature.
- The goals change as conditions change.
- Organizational goals are arrived at through bargaining and compromise.
- The goals for the district are set by many different forces, both in and out of the organization.

Power

- Having access to information, support, and resources is the basis for power to make things happen.
- Power to make things happen is located throughout the organization.
- The extent of implementing central office directives is in large part controlled by teachers at the classroom level.

Decision Making

- The issues that receive attention are those which are pressing for immediate resolution.
- The decision-making process usually ends up with a limited number of options to consider, constrained by factors such as politics, economics, and finances.

RATIONAL

- The decision-making process keeps away extraneous forces (e.g., competing demands, outside pressures) that negatively affect logical decision making.
- The decision-making process leads to a sound, one-best decision that maximizes organizational goals.

External Environment

- The environment external to the school district remains passive while organizational decisions are made internally.
- The external environment acts in a stable and predictable fashion.
- The external environment respects and defers to the official expertise and official power vested in school district staff.
- The external environment acknowledges the right of the organization to make its own decision.

Teaching

- There is a clear picture of best instructional methods to achieve organizational goals.
- There is a standard set of best practices to improve learning.
- School board policymaking directly affects teaching, which directly affects learning.

NONRATIONAL

- The decision-making process accommodates various forces shaping eventual decisions (e.g., external pressures and persistence of people in their points of view).
- The decision-making process incorporates compromise and concession, leading to a decision that may not have been the most educationally sound decision.

External Environment

- The external environment maintains an active level of involvement in organizational affairs.
- The external environment acts in a somewhat unstable and unpredictable manner.
- The external environment questions organizational expertise and challenges the power of school officials.
- The external environment demands a piece of the action at virtually every point in the decision-making process.

Teaching

- There is a somewhat fuzzy picture of best instructional methods to achieve organizational goals.
- There is a multiple array of effective practices to improve learning.
- School board policymaking bears very little direct relationship to teaching and learning in the classroom.

Productive School Systems for a Non-Rational World

FOOTNOTES

[1] Diane Davis and Nancy Gonzenbach "Learn Graduates What Word Processing Skills Are Essential," Business Education Forum (Feb. 1986), p. 20.

[2] Ibid.

[3] Rosabeth Kanter "Managing the Human Side of Change," Management Review (April 1985), p. 192-195.

[4] J. Victor Baldridge, "Rules for a Machiavellian Change Agent: Transforming the Entrenched Professional Organization," The Dynamics of Organizational Change In Education (Berkley, CA: McCutchan Publishing Co., 1983), p. 209.

[5] Ibid. p. 213.

[6] Ibid. p. 213-215.

[7] Jerry Patterson and Jason Parker and Stewart Purkey. Productive School Systems for a Non-Rational World. Alexandria, VA: ASCD, 1986.